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ABSTRACT

The document reports on a study of community-based identification of gifted and talented Black middle-school students, as an adjunct to formal identification procedures. A developmental framework for the identification of the gifted minority child was distributed to 17 known leaders in the Black community (including ministers, youth leaders in athletics, and scoutmasters) who normally come into contact with middle-school-age children. These leaders were then asked by questionnaire to recommend students they felt were gifted. Among the results were that a total of 15 students were identified as being gifted, that 13 of these were considered to possess cognitive superiority, that 13 were considered to possess psychosocial superiority, that 13 were considered to possess talent-specific superiority, and that a high percentage were considered to have exceptional abilities in more than one of these three focus areas. A literature review is also presented, focusing on such aspects as culturally biased tests, teacher screening, the inability or disinterest of school administrators in identifying the gifted minority child, and nonadministrative factors contributing to disinterest in identifying the gifted minority child. (DLS)

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COMMUNITY-BASED EFFORTS TO INCREASE THE IDENTIFICATION OF THE NUMBER OF GIFTED MINORITY CHILDREN

by

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APPROVAL PAGE

Practicum Instructor Bruce K Mela Date June 24 1978

Internship Director _____ Date _____

ACKNOWLEDGMENT

By Rugged Ways

By rugged ways and thro' the night
We struggle blindly towards the light;
And groping, stumbling, ever pray
For sight of long delaying day.
The cruel thorns beside the road
Stretch eager points our steps to goad,
And from the thickets all about
Detaining hands reach threatening out.

"Deliver us, oh, Lord," we cry,
Our hands uplifted to the sky,
No answer save the thunder's peal.
"Oh, give us now thy guiding light";
Our sole reply, the lightning's blight.
"Vain, vain," cries one, "in vain we
call";
But faith serene is over all.

Paul Laurence Dunbar *

A dedicatory note is in order for Dr. B. Nelson, my Practicum Instructor, and Dr. A. Ward, my Internship Director. Each of these professors went beyond their lines of professional responsibilities to offer me advice, suggestions, and support.

Primarily, however, this work is dedicated to my wife, Patricia, and our children; Emy, Glen, Rupert, Patricia, and Ellie. My wife and children somehow understood, under strenuous and mitigating circumstances, the purpose and meaning of it all. Thus, sustained and soothed by their unfaltering trust, I consummated the task.

---

* Lida Keck Wiggins, The Life and Works of Paul Laurence Dunbar (Naperville, Illinois: J. L. Nichols and Company, 1907), p. 291.

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Chapter 1

THE NATURE AND PURPOSE OF THE STUDY

> Unless the special abilities of gifted and talented children are developed during their elementary and secondary school years, their unique potentials may never be realized. Our goal should be to help all students reach their greatest promise. That's how our education system can be of greatest benefit to each individual and to the nation. We must act now.[1]

Development of gifted and talented children presupposed that successful steps had been taken toward the identification of exceptional children through properly introduced screening techniques that employed multiple and personal criteria for induction into the gifted program. The problem was that many students, especially those from lower socio-economic classes, were not recognized by the assessment processes and procedures carried out by "well-organized" screening programs. Even more unfortunate was the situation where programs for recognizing gifted students did not exist. In 1971, based on a report on exceptional children, the United States Office of Education revealed that 57.5 percent of elementary and secondary principals throughout the nation indicated that they had no gifted

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[1]Carl Pursell, "Blueprint for A New Congress." (Washington, D.C.: U.S. House of Representatives, March 15, 1978), p. 2. (Mimeographed.)

children in their schools.[2] However, it was generally accepted that, in every community and in every ethnic group, giftedness existed and should be fostered and developed, as Congressman Pursell stated.

In terms of total figures, whites comprised the largest group of economically deprived citizens in the country; nevertheless, the highest proportion of deprivation per population was present among the minority groups. Overlooking the economically depressed citizens of the nation was a serious problem. Thus, top priority needed to be given toward minority groups to prevent the waste of talent among the black youth of the community and the nation, for giftedness clearly crossed racial and economic lines. U.S. Representative Shirley Chisholm from New York, espoused the idea that half of the direct grants to the schools from the Federal Government should be given to aid the development of gifted programs for the underprivileged and "academically talented" minority child.[3]

To limit the recognition of academic talent and other forms of giftedness only to minority groups would have been partial, selective, and exclusive; moreover, it would have been unjust. However, the failure to identify the gifted minority child was grave; furthermore, it was partly

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[2]Ruth A. Martinson, The Identification of the Gifted and Talented (Ventura, California: Office of the Ventura County Superintendent of Schools, 1974), pp. 9-10.

[3]Pursell, op. cit., p. 1.

a result of discrimination. Discrimination still is the venom of society that paralyzes, immobilizes, debilitates, and dissipates the vitality of the gifted minority child in America. Not only does the necrotic sore caused by the venom of discrimination incapacitate the gifted black youth in the community and nation, but it also prevents him from reaching a full life of leadership and/or creativity for which our nation is literally screaming. Furthermore, if the victim survives the venomous infliction, it may lead the individual into maladaptive behavior; and, perchance, to utilize his giftedness to the detriment of others who are less fortunate mentally. Literally, the frustrated gifted individual may well be in a position to manipulate others for selfish and malevolent interests.

> Why is it that such people as Doctors Daniel Hale Williams, first to perform open-heart surgery, and Charles Drew, the discoverer of the secret of preserving blood plasma, both blacks, remained unknown until their adulthood, when their genius could no longer be ignored, but screamed for recognition? The answer is simple; their race. It has remained a relatively hidden fact that the non-Caucasian populations of the world have borne some of its greatest geniuses.[4]

Even in this age of enlightenment, current literature is full of case studies that reveal the failure to identify properly the gifted student in America in general, and gifted black students in particular. Whether or not the oversights alluded to in this introduction were due to organized but non-productive screening procedures, or deliberate

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[4]Martinson, op. cit., p. 102.

and blatant disinterest in the identification of gifted people, was a moot question.

It was the contention of the writer that to improve the identification of the gifted minority student, administrators, in searching for the potentially gifted black child, had to go beyond the formal assessment screening criteria, and develop a broader base of understanding and liaison with the black community and its leadership. Since the minority gifted came primarily from disadvantaged backgrounds, suggestions for community-based efforts to increase the number of identified gifted youth were to be developed for the middle school administrator in this paper. Thus, it was with this topic and purpose in mind that a specific need for the study arose.

Need for the Study

The Board of Education of Ypsilanti, Michigan, was in the process of adopting a three-phase gifted program to include grades one through twelve by the 1980-81 school year. The tentative budget for the implementation of the gifted program in grades one through six for 1978-79 was approved in the Spring of 1978. In 1979-80, grades seven and eight were to represent the second phase of the program to be implemented in the district's middle schools; and ultimately, the high school in 1980-81.

The "Gifted and Talented" Committee of the Ypsilanti Public Schools commenced its work in January of 1977; and at

the end of almost one and one-half years of study, acquired sufficient data to conclude that Ypsilanti possessed academically gifted students. The ratio of white to black in the entire district was approximately three to one, respectively. If, indeed, academically gifted students had been identified in the district, some of them should have been white and some of them black. However, a corollary and adjunct to the previous statement would be that some gifted students remained unidentified, especially the black minority. If a method or refinement of a method or criterion could be unfolded to enhance the identification of the gifted in the community of Ypsilanti, there might be ramifications and implications for increasing the identification of the number of the gifted in other communities of the United States, especially where minorities are present.

Rubovitz and Maehr, in 1972, as a result of their study on the problem of identifying and developing the talents and gifts of black children, came to the following conclusion:

> Comparisons of teacher interaction with black and white students showed that black Ss were given less attention, ignored more, praised less, and criticized more. More startling perhaps was the interaction between race and label, which suggests that it is the "gifted black" who is given least attention, is the least praised, and the most criticized, even when comparing him to his "nongifted" black counterpart.[5]

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[5]Anthony Pugliese, Education of The Gifted Child (Highland Park, Michigan: Essence Publications, 1977), p. 19.

A teacher may have assumed that a student was not capable of high quality performance because of erroneous judgments based on the student's low socio-economic status; thereby, the teacher thought in group terms rather than centering on the individual, resulting in a perpetuation of indifference to giftedness of the disadvantaged. Furthermore, there is a feeling, even today, that blacks are less intelligent, but no consideration is given to other variables such as social conditions when such a broad statement is made. Martinson stated, "differences in group intelligence appear to be caused by deprivation rather than innate abilities."[6] Unfortunately, in the scientific community, such prominent scientists as William Shockley, Nobel Laureate of Stanford University, were expressing views that people with the fewest Caucasian genes and who were the least intelligent and most prolific would enslave themselves genetically and influence the outcome or destiny of their next generation.[7] Certainly, the previous statement was reminiscent of Hitler's views in Mein Kampf, and, also, encompassed the views of the illustrious Thomas More in Utopia.

Perenially, deprivation affects people of all colors and leads to lack of self-esteem, hopelessness, low aspirations, and expectations. In addition, a student taught to

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[6]Martinson, op. cit., p. 103.

[7]M. Sammy Miller, "Black Intelligence Still on Trial," Journal of Negro Education. XLV (Summer, 1976), p. 332.

be deferential decreases his assertiveness. A student operating under such conditions definitely wouldn't blossom to the full extent of capacity; be the student gifted or non-gifted.

> . . . Identification of the gifted is hampered not only by costs of appropriate testing--when these methods are known and adopted--but stem also from apathy and even hostility among teachers, administrators, guidance counselors, and psychologists.[8]

In reference to the preceding quotation, the investigator believed that it would well behoove administrators to develop more favorable attitudes toward cultural information about the exceptional student. The literature suggested that the Special Education Administration Task Simulation (SEATS) Game was a vehicle by which attitudes of administrators could be altered. Subsequently, a school administration might have become more sensitive to problems of the academically gifted and developed a better understanding of how to cope with certain cultural groups. Burke indicated that role playing could lead to the desire to change current systems of dealing with gifted programs, and (SEATS) was found to be a good procedure.[9]

School personnel frequently did not understand that children of the black race had a varied background of interests and behavior when compared to whites. Furthermore,

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[8]Pugliese, op. cit., p. 24.

[9]Philip J. Burke, "Simulation with General Education Administrators and Its Effect on Their Attitudes and Cultural Information about Special Education," Dissertation Abstracts International: 32 (1972), 4269-A.

linguistic patterns of the culturally deprived infringed unfavorably upon the group potential to succeed in a "white world" where standards of behavior and speech were judged by primarily white teachers whose behavioral styles and beliefs may have been antithetical to the culturally deprived.[10]

If, for example, there did exist a certain degree of hostility of school personnel toward the culturally deprived; that there was apathy in the identification of the gifted black; that there was a need for cultural awareness training for administrators; that giftedness included more than intellect and was a multi-faceted phenomenon; that cultural and language differences accounted for lower I.Q. scores, it was then time to spring forth and endeavor to overcome those inequities and barriers to the identification of the culturally deprived and gifted student. Certainly, to attempt to have dealt with each variable that might have led to the potential increase in numbers of the gifted individual would have been insurmountable, overwhelming, and consequently, unproductive. Therefore, an attempt would be made to pass suggestions on to administrators at the middle school level to increase the identification of the numbers of the potentially gifted child.

> Studies have shown that one-half of the gifted who are identifiable through the use of time-consuming and expensive individually administered tests are

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[10]Allen R. Sullivan, "The Identification of the Gifted and Academically Talented Black Students: A Hidden Exceptionality," Journal of Special Education. 7 (Winter, 1973), 373-379.

completely overlooked by conventional group screening.[11]

Project Focus of the Ypsilanti School System considered two general groups which were qualified to identify the gifted child:

1. Those classed as professionally trained
2. Those who have contact with the children[12]

Included in the second group were church leaders, club leaders, and the like who would serve as a resource group for this study. Thus, there was a need to enlist the aid of the community to identify the potentially gifted child, especially, the culturally deprived.

The writer believed that if black leaders of the community of Ypsilanti engaged themselves in the identification of gifted black youth, invariably, the numbers of gifted blacks would increase. Dr. Dorothy Sisk, Director of the Office of Gifted and Talented in the Federal Office of Education wrote that those "gifted in a talent" make up at least three to five percent--or 256 million--of school-age American children.[13]

As adverted to previously, experts, such as Dr. Sisk, estimated that a minimum of three out of every one hundred children are gifted. Since the ratio of white to black in the Ypsilanti School District was about three to

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[11]Pugliese, op. cit., p. 9.

[12]Project Focus (Ypsilanti, Michigan, Ypsilanti Public Schools, Department of Instruction, 1978), p. 9.

[13]Marguerite Sullivan, "Gifted Children Need Aid As Much As Anyone Else," The Ypsilanti Press [Michigan], July 27, 1978.

one, respectively, it appeared that of the three children referred to above, one should have been black. Unfortunately, research findings indicated this black child might go undetected for one or more reasons stated in Chapter 2 of this paper.

In the 1977-78 school year in the Ypsilanti School District, 967 black and white students attended the two middle schools in the district, East and West Middle Schools. Out of the 967 students at the two middle schools, 301 were black.

Based on Dr. Sisk's three percent figure, theoretically, twenty-nine (29) black and white students should have been identified as gifted in a talent in the total number of 967 students who attended the two middle schools in the Ypsilanti District. Similarly, of the 301 black students included in the total number of 967 pupils of both races, nine (9) should have been identified as black and gifted in a talent. If Dr. Sisk's five percent figure were used, a maximum of fifteen (15) black students in the community would fall in the realm of giftedness. Hypothetically, if a ten percent figure were used, thirty (30) black students would possess potential giftedness. Therefore, a theoretical parameter for the identification of gifted students at the middle school level was set between nine and fifteen students; and a hypothetical parameter of thirty potentially gifted students was established.

Purpose of the Study

The purpose of this study was to propose recommendations for middle school administrators in identifying the potentially gifted minority student beyond the formal assessment methods. Various avenues of approach were to be looked at to determine which area of the proposal proved to be the most practical and promising. If the results were successful or showed promise, an attempt would be made to implement the outcomes of the study at the earliest possible date.

Delimitations and Definitions

This study was limited to the attempt to increase the identification of the gifted minority student through the establishment of community-based efforts. Generally, the idea was to establish a continuous or periodic communication between the middle school administration and the minority community to seek out the potentially gifted child. No other evaluative criteria for judging giftedness was dealt with in this study. As a result of the study, it was predicted that middle school administrators would be alerted to heretofore unidentified gifted and talented students through the efforts of the minority community of the district.

Convincing administrators that they needed to establish a broader base with the black community to pick-out the potentially gifted, and agree to accept recommendations from black leaders was seen to be a latent problem. However,

after having two years of the Title VII Program in the district (1976-77 and 1977-78), such a problem would foreseeably be minimized.

The following areas and terms of detection of giftedness were not dealt with specifically in this paper; however, because of the very nature of the study the following categories of giftedness were included in the study and should be defined at this point.

Riggs (1976) specified four categories of giftedness.

> 1. Academically Gifted--Children of high intellectual ability who excel in academic areas.
> 2. Creatively Gifted--Children with exceptional facility to engage in divergent, imaginative, original and productive thinking.
> 3. Kinesthetically Gifted--Children with exceptional psychomotor abilities in visual or performing arts or athletics.
> 4. Psycho-socially Gifted--Children who show unusual levels of leadership.[14]

> Academically gifted children can be identified quite precisely through psychometric testing. The remaining three categories of giftedness . . . are vague and nonspecific in identifying techniques.[15]

> Effectiveness of a screening procedure is defined by the percentage of gifted children it locates. A screening procedure which includes all the gifted children among those it selects for referral to a psychologist is 100 percent effective. If it allows half of the gifted children to slip through its net and fails to refer them to the psychologist, it is 50 percent effective.

> Efficiency of a screening procedure is defined by the ratio between the total number of children it refers for individual examination and the number of gifted

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[14] Pugliese, op. cit., p. 3.

[15] Ibid.

children found among those referred. If the screening procedure refers 10 children and 9 of them are found gifted, upon individual examination to be gifted, its efficiency is 90 percent.[16]

With the preceding delimitations of the study and definitions which deal with the subject, a few assumptions should be brought forth.

Assumptions

The prevalent idea that the privileged gifted and talented people could care for themselves precluded the attempt to initiate programs for this group for years. Actually, until recently, the gifted and talented were truly the deprived and the underprivileged in our society. The idea that the bright person could make his way in society without receiving proper training and special encouragement was and is not true. Much research indicated that the self-esteem of the gifted child as with any child depended on how much significance the child placed on how others in his life; particularly, the people in his immediate surroundings viewed him. Even today, the self-image of many gifted people is poor; furthermore, many of them lack self-confidence.

Other points needed stressing to undergird further the foundation of this study. One of these points was that it simply wasn't true that giftedness didn't exist within the homes of the underprivileged. Giftedness could be found

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[16]Carl W. Pegnato and Jack W. Birch, "Locating Gifted Students in Junior High Schools," Exceptional Children. 25 (March, 1959), 302.

in every socio-economic class--it was not restricted to any one group. Moreover, it was not true that the "ghetto" home lacked the appropriate and relevant experiences that underscored and facilitated achievements in school. It was important that the concerned administrator be aware of these points. With the preceding clarifications in mind, it would be appropriate, at this time, to proceed to the procedure of how the proposed study was conducted.

Statement of Procedures

The study centered around the efforts to establish relations between the minority community and middle school administrators of the district. A developmental framework for the identification of the gifted minority child was distributed to known community leaders, and their cooperation was enlisted. Objectives, and priorities, as well as the role of the group was presented to the community leadership for terms and roles acceptable to the majority of the leadership before proceeding to collect data.

The kinds of data to be collected were in the form of a questionnaire which was devised and constructed early in the internship. It did, of course, pertain to the identification of the potentially exceptional child in the minority community. The sources of data were to be provided by individuals of the black community who came into contact with the child of middle school age such as ministers, youth leaders in athletics, scoutmasters, and other potential

informants. Enough persons were contacted to represent a broad sampling of the target community. The predicted outcome of the topic to be studied was to result in an increase in the number of children identified as potentially gifted in the minority community.

Once the identifications had been made by the questionnaire format, the middle school administrators would be requested to initiate the referrals by contacting the Focus consultant of the Ypsilanti School District. Individual testing by district psychologists might be the final criterion by which overlooked and previously unidentified students might gain admission into the gifted program. Finally, it was hoped that a consequence of the study would be a further immersion of the middle school administrators into the activities of the black community to improve their understanding of the behavior, mores, and culture of black Americans as well as their image in the black man's eyesight.

Chapter 2

REVIEW OF RELATED LITERATURE

The United States is a nation well-known for its mining technology, especially when it comes to obtaining precious minerals, ores, and liquid resources from the earth. In the past, processing plants in searching for or retrieving a specific element or product allowed valuable substances to pass through the screening mechanism, resulting in the accumulation of by-products laid to waste, unnoticed on forgotten dumping grounds of resources not thought to be needed for future use in a world where technological demands have been and are dramatically increasing. However, with the present realization that much of the dumped and unused resources might actually be potentially more valuable than the original product that was mined, technologists of the mining industry have developed methods of identifying and salvaging the previously wasted by-product, concomitantly along with the original item sought from the earth. Similarly, in our nation, unidentified and untapped resources of gifted black youth needed to be discovered and screened-out along with the gifted white youth in our nation's schools. The educational system of the United States was overlooking a latently valuable element. Where silver had been sought, gold had gone unnoticed in the blackness of the earth.

Efforts to alleviate the problem of detecting the wasted black talent of the nation, up to this point, had been a dismal and conspicuous failure. The gifted black youth were still neglected, and the backs of many citizens and educators were still turned to the underprivileged. The result of such negligence, of course, was turmoil in the cities, high unemployment of blacks, and an increase in crime and delinquency rates. The thwarted desires and aspirations of the gifted black student were hurled against the walls of despondency and despair.[1]

In an article entitled, "Is America Neglecting Her Creative Minority?" Toynbee commented:

> To give a fair chance to potential creativity is a matter of life and death for any society. This is all important, because the outstanding creative ability of a fairly small percentage of the population is mankind's ultimate asset, and the only one with which only man has been endowed.[2]

Findings of Other Researchers

Many other findings pertinent to the present study are adverted to in this section. Outcomes of research by other authors reveal why many of the potentially gifted black youth of the nation remained undiscovered. Researchers in the area of giftedness have revealed the basis for bitterness and despair among the talented and gifted as a

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[1]Walter B. Barbe and Joseph S. Renzulli, Psychology and Education of the Gifted. (New York: Irvington Publishers, Inc., 1975), pp. 411-421.

[2]Ibid., p. 412.

result of neglect.

> The final results of this neglect cannot be documented directly. One can only speculate on what the lives of some gifted persons who are maladjusted, unproductive, or hostile toward society might have been under more favorable circumstances. One may also wonder about gifted people who have damaged others and themselves through lack of personal or political ethics.[3]

Culturally Biased Tests

Cultural loading of standardized tests of intelligence and achievement precluded successful performance on such tests by students who had not had the chance to be a part of the dominant culture of the land. However, the development of culture free or culture fair tests did not result in the dissolution of factors that influenced developmental growth such as the effect of negative school experiences. Thus, research findings were the basis for concluding that both traditional and culture free tests had had a limited effect on identifying those abilities our society valued.[4]

Culturally biased standardized tests resulted in the failure of educators to identify a large segment of the disadvantaged and gifted youth; consequently, states leading in the area of gifted programs were beginning to see the result of mislabeling the underprivileged youth of our society. The state consultant on the gifted in the state of Pennsylvania recently indicated that up to 50 percent of

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[3]Martinson, op. cit., p. 10.

[4]Barbe and Renzulli, op. cit., p. 414.

the students found to be gifted had previously been referred to emotionally disturbed classes.[5] U.S. Representative Shirley Chisholm expressed pleasure in finding that the Department of Health, Education, and Welfare's Office of Gifted and Talented was employing expansive criteria in identifying the gifted student. Greater numbers of culturally-deprived students would be identified as being gifted as educators developed better ways to identify categories of giftedness.[6]

Guilford and associates developed a newer model which broadened the concept of talent and was referred to as the intellectual cube. The Structure of the Intellect (intellectual cube) by Guilford represented 120 possible specific high-level talents, with over 80 of these talents discovered to date. Research indicated: "Typical intelligence tests cover only a sub-set of about 8 specific talents or about 1/10th of those known--intelligence tests do not cover the other 9/10ths known to date."[7] Basic research had indicated that through Guilford's model of the intellect, eight or ten categories of giftedness from the sub-groups of the eighty specific talents could be developed.[8] Measuring

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[5]"Chisholm Says She'll Push for Increase in Gifted, Talented Spending," Education Daily, May 16, 1978, p. 2.

[6]Ibid.

[7]Barbe and Renzulli, op. cit., p. 425.

[8]Barbe and Renzulli, ibid.

students across different talents would increase the identification of the gifted student demonstrably:

> When we arrange a group of students on each of several talent ladders, those at the bottom of the old academic talent ladder--those heretofore labelled "educationally deprived"--will rise as a subgroup to be almost average as far as each of the other five types of talents are concerned. A third or more of them are likely to be above on each new talent ladder. Since we have not been reaching these students, we should try eliciting as many different talents as possible. If we succeed, then those who had not been flourishing in the old talent area will discover some areas where they are promising individuals and perhaps even star performers.[9]

The preceding quotation was based on the following information provided by Taylor:[10]

Number of Unrelated Talents	Percent Above Average in at Least One Talent
1	50.0%
2	75.0
3	87.5
4	93.8
5	96.9
6	98.4
7	99.2
8	99.6

Individual intelligence tests, although generally more reliable in measuring giftedness than group intelligence tests, had been found to have certain disadvantages such as being time consuming and costly. The literature revealed that the individual tests also prevented the identification of creativity and other known talents; furthermore, the tests were definitely biased with the weight of the test

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[9]Barbe and Renzulli, op. cit., p. 425.

[10]Ibid., p. 425.

in the favor of verbal ability, leaving out students gifted in other skills. What applied for individual tests also applied to group tests, plus the disadvantage of group tests being less accurate in locating ability and bypassing many because of various pressures such as time elements and emotional factors. Moreover, lack of reading ability played a key role in distorting the results of group tests, not to mention the possible lack of motivation of the test taker.[11]

Twelve years of accumulated research, conducted by Torrance, revealed that minority and underprivileged groups performed as well as any other groups in divergent thinking. The Torrance Tests of Creativity allowed the test taker to respond to items that were apart from the dominant culture; thus, providing a more relaxed psychological atmosphere conducive to evaluation.[12]

The general notion that giftedness was represented by a single, unitary factor of intelligence attributed to a low percentage of the population was no longer held to be valid. Multiple criteria were desirable, but subjective evaluation by teachers, parents, and students were not to be the only means of evaluation used.[13] New scales for rating

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[11]John C. Gowan and George D. Demos, The Education and Guidance of the Ablest (Springfield, Illinois: Charles C. Thomas, Publisher, 1964), p. 277.

[12]Barbe and Renzulli, op. cit., p. 416.

[13]Phyllis Maul, Developing A K-12 Program for Gifted Students (Kalamazoo, Michigan: Kalamazoo Intermediate School District, 1976), pp. 1-9.

the behavioral characteristics of superior students had been developed at the time. One of these was the Baldwin Identification Matrix (BIM), which was said to be a more equitable way of identifying the gifted student. Dr. Baldwin stated:

> I do not suggest that standardized instruments such as IQ tests and achievement tests be ignored in the use of the format. Rather, I suggest that additional instruments which expand the data base and establish the acceptance of a broad range of abilities be added.[14]

There had been a trend toward establishing a broader definition of giftedness with lower acceptable levels for the cut-off point. Ketcham and Daoud summarized:

> In the light of empirical findings there appears at present to be only one clear-cut solution to the identification problem: to use group-intelligence or mental-maturity tests exclusively for screening. A cut-off I. Q. of 115 locates approximately 92 percent of the gifted, and a cutoff I.Q. of 120 locates approximately 71 percent. . . . The result of the group-test cutoff I.Q. scores of 115 and 120 is either an 8 or 29 percent initial loss. But teacher selection locates only 50 percent, and the initial loss is 50 percent. As the group I.Q. cutoff is raised, the number of individual evaluations needed goes down, but the initial loss increases. This is a real and frightening dilemma which must not be ignored. Consequently, the most dependable identification procedure is probably screening with a cutoff score as low as possible, depending on the availability of personnel for conducting individual evaluations. Additional consideration can then be given to the inclusion of exceptions involving characteristics other than intelligence and cultural difference and teacher, parent, peer, and self-nominations. But the number of exceptions should be limited only after extremely careful and thorough case studies.[15]

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[14] "Identification Matrix Combines 11 Testing Scores," N/S-lti-g/t Bulletin, March, 1977, p. 3.

[15] Warren A. Ketcham and Mamdouh Riad Daoud. "How Should the Gifted Be Defined and Identified?", Innovator, 8 (September, 1976), 10.

Teacher Screening

It was a practical matter for teachers to identify the gifted, and this role of identification by teachers had been carried on since early civilization. In reference to the recognition of the mentally precocious child, Plato stated: "We must watch them from their earliest childhood. We must select those who are tenacious of memory and hard to deceive."[16] Terman initiated a large study on teachers' roles in the identification of the gifted in the mid-twenties in the United States. Terman's study later came to be known as the "gifted child movement." Thereafter, teachers' recommendations became part of the screening process in many schools, but the reliability of their recommendations left much to be desired. Although, identification of the gifted by teachers might have appeared to be a practical matter, accuracy of selection should have been determined by teachers' identification effectiveness and efficiency.[17]

Whipple's research (1919) demonstrated that there was empirical evidence for criticism of teachers' reliability in the selection process as evidenced by teachers' selection of the average child, but not the gifted child, for advanced programs. Checked against the Stanford-Binet Intelligence Scale, teachers' reliability was shown to be

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[16]Gale Haywood Gear, "Accuracy of Teacher Judgment in Identifying Intellectually Gifted Children: A Review of the Literature," The Gifted Child Quarterly, 20 (Winter, 1976), 480.

[17]Ibid., p. 478.

unsound.[18] Moreover, Terman's group test results were shown to be superior to teacher recommendations. Terman stated: ". . . if you wanted to know who was the brightest child in the classroom, your best single chance of finding out was not to ask the teacher but to take the name of the youngest child in the room."[19]

In a study by Jacobs (1971) to assess teacher accuracy in the identification of gifted kindergarten children, findings revealed that teachers' effectiveness was 9.5% and the efficiency was 9.4%. The children who were nominated by teachers but not included in the program were in Jacobs' words, "verbally adept children who were very cooperative and appeared to elicit teacher approval by their actions."[20]

At the junior high level, Pegnato's research (1958), involving the accuracy of teachers in judging giftedness among 1,400 students in a Jewish community of the upper socio-economic level, showed teacher accuracy to be poor. Without having received any suggestion of a definition for giftedness, thirty-nine teachers were requested to complete a form on whom they felt were mentally gifted. The teachers were allowed a wide latitude in developing their own concepts of giftedness and had free reign to use subjectivity, or to search out information on the students from the

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[18]Gear, p. 480.

[19]Ibid., pp. 480-481.

[20]Ibid., p. 482.

cumulative records. As a result, teachers nominated 154 students whereas 41 actually qualified as gifted. The teachers' listing missed 50 students and misidentified 113. The teachers' identification effectiveness was 45 percent (41/91), and efficiency was 27 percent (41/154).[21] Pegnato stated: "In all probability if teachers are given instruction or in-service training, teachers' selections of potentially mentally gifted children would be an effective screening method."[22]

The accuracy of the identification of the potentially gifted by teachers was unfavorable. Effectiveness scores ranged from 10 percent (Jacobs, 1971) to 48 percent (Pegnato, 1958); efficiency varied between 30 and 50 percent. Information provided to teachers about giftedness for a second trial brought about little improvement. Gear's study (1975), suggested significant differences in effectiveness between a control group and an experimental group which was provided instruction in the Identification of the Potentially Gifted (IPG). The experimental group was twice as effective as the control group, but no more efficient.[23]

Implications of studies on teacher screening of the gifted were that teacher judgment was not adequate. If teachers' recommendations were used, they should have been

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[21]Gear, p. 484.

[22]Ibid., p. 485.

[23]Ibid., pp. 485-486.

supplemented with other forms of assessment. Furthermore, teacher training should have been pursued to a greater extent if screening by teachers was to be more effective. Teacher screening could definitely affect the education of gifted black children in the future.[24]

Inability or Disinterest of School Administrators in Identifying the Gifted Minority

In schools where de facto segregation existed, many gifted students were overlooked because of the low expectations of teachers and administrators. Low achievement was widespread because of poor diagnosing techniques, low grade programs, and a school milieu that was indifferent to the values of a minority culture. In schools in which desegregation had taken place integration had not necessarily occurred. The minority group remained a minority group because the predominant value systems were negatively affecting the scholastic achievement and attainment of the minority youth.[25]

As indicated in Chapter 1 of this paper, the administrator frequently had difficulty in understanding the potentially gifted child; primarily because of negative attitudes and/or personal prejudices about the gifted, but mostly because of false notions about the black child. Only through genuine concern, would the unbiased administrator reduce aberrations of thought or ideas about the minority student:

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[24]Gear, p. 486.

[25]Barbe and Renzulli, op. cit., p. 406.

> He should; therefore, become familiar with the cultural world in which black children live, read achievement-oriented publications published by the black community, and learn about the middle-aged black males and females who have successfully acted on the behalf of their communities, even though they have not gained the recognition of more publicized persons.[26]

Non-Administrative Factors Contributing to the Disinterest of the Identification of the Gifted Minority

In reference to school and teacher attitudes and policies toward the gifted, Getzels and Jackson (1962) indicated that teachers chose students who were high achievers and had high I.Q.'s, but did not select the creative with high achievement.[27] According to Torrance, seventy percent of the creatively gifted were not selected for special classes for the gifted because the criteria for entrance, in all probability, could not be met by the creatively gifted child. The divergent thinker or creative student might have been easily missed by the entrance requirements for programs in many schools. The creative student was sufficiently gifted to enter the special programs, but the life style and behavior of such a student was disliked by many teachers; therefore, such a student remained unidentified and was not nominated for giftedness. Unfortunately, some of the gifted in this category became classified as

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[26]Aaron D. Gresson and David G. Carter, Sr., "In Search of the Potentially Gifted: Suggestions for the School Administrator," Gifted and Talented Education, (Guilford, Connecticut: Special Learning Corporation, 1978), p. 118.

[27]Ketcham and Daoud, op. cit., p. 9.

emotionally disturbed or underachievers.[28] Barron's description of the creative person can be appreciated at this point:

> Thus the creative genius may be at once naive and knowledgable, being at home equally to primitive symbolism and to rigorous logic. He is both more primitive, and more cultured, more destructive, occasionally crazier and yet adamantly saner, than the average person. . . .
>
> The socially disrated traits that may go along with it [creativity] include rebelliousness, disorderliness, and exhibitionism, while the socially valued traits which accompany it include independence of judgment, freedom of expression, and novelty of construction and insight.[29]

Convergent thinkers too often were nominated for programs for exceptional children because they fitted the pattern of behavior that most teachers perceived to be proper and conducive to learning outcomes. In contrast, divergent thinkers might have placed least importance on what teachers considered most important. Thus, identification of the gifted became primarily a job of psychological measurement and individual assessment by a trained psychometrist--a program that was costly but essential.[30]

The crux of the matter was that giftedness would take other forms of expression if not identified. A student who stole automobile parts and assembled his own car certainly was gifted, but the giftedness was expressed illegally.

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[28]Ketcham and Daoud, ibid.

[29]Ibid., p. 10.

[30]Ibid.

Thus, in working in poverty area schools, the key to success in working with the underprivileged, was providing experienced teachers who empathized with the plight of the gifted black child (whether he was a convergent or divergent thinker), and who got personal satisfaction from their work. The review of the literature had shown that, because of ominous circumstances of the school situation among the disadvantaged and adverse teacher attitudes, those who qualified as gifted were apt to become overwrought with depression and loss of faith where there was no possible chance to succeed.[31]

Relevance and Relation of This Study to the Review of the Literature and How It Differs from What Has Been Done

To understand what had been done to date in trying to identify the potentially gifted minority child, a review of the literature indicated that problems of identification arose as a result of culturally biased tests, poor teacher screening effectiveness and efficiency, misunderstanding of and disinterest in the black gifted student by the administrator, and other non-administrator factors such as teacher attitudes and gifted minority student attitudes. The preceding factors which influenced the selection or non-selection of gifted youth appeared in the research literature and represented an integral framework which allowed the transition from what had been done about such problems to increase

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[31]Barbe and Renzulli, op. cit., p. 413.

the percentage of identification of the gifted minority to what remained to be done to consummate this mission.

The concept of community-based efforts through black leadership of a community, to identify the gifted black child was cited and recommended by Gresson and Carter (1978), but no study was actually conducted to support the "new" criterion for selection of gifted youth by these writers. Further incorporated in the community-based identification process by Gresson and Carter was greater liaison between the black community leaders and school administrators. Because a smaller quantity of information on this aspect of the gifted selection process appeared in the literature, community-based identification methods for increasing the percentage of gifted black youth appeared to go beyond what had been done previously, and represented a new way of approaching the problem described throughout this paper. Since little research had been carried out on the proposed approach to the problem, areas of agreement and disagreement, and areas of controversy and conflict could not be alluded to at the time.

As a result of an ERIC search conducted by Ms. Lucia Skoman, Research Consultant for the Washtenaw County Intermediate School District, only one other reference to community-based efforts to increase the identification of the number of gifted minority children was located. A paper by Ernest M. Bernal, Jr. was presented at the Annual Meeting of the American Educational Research Association in Chicago,

Illinois, in April, 1974. The title of Bernal's paper was: "Gifted Mexican-American Children: An Ethnico-Scientific Perspective," and was sponsored by the Office Of Education (DHEW), Washington, D.C. Mr. Bernal's abstract of his work is present in Appendix B of this paper. Unfortunately, in an attempt to obtain Bernal's paper from the Superintendent of Documents in Washington, D.C., the U.S. Government Printing Office informed the writer that the publication was out of stock and was not expected to be reprinted. The United States Government Printing Office correspondence is also located in Appendix B. Consequently, the methods used by other researchers in community-based efforts for the identification of black children gifted in a talent appeared to be at a minimum.

However, as in the case of this writer, it was assumed that similar attempts had been made in various cities throughout the nation by blacks to identify their gifted youth. Yet, for reasons unknown, if such efforts were made, references did not appear in a search of the literature.

Summary

Research had indicated that society stood to benefit by tapping the unmined source of giftedness among the deprived youth of our nation. Yet, it was a known fact that many of the schools attended by the lower socio-economic child were inferior. Consequently, little or nothing was being done for the gifted black child. However, it would

appear that, in our nation, a gifted child had a civil right to be sought out and helped through federal laws.

Intelligence tests and achievement tests were generally acknowledged not to be valid for minority groups because they were biased in one way or another. Researchers, in general, did not suggest that standardized instruments be discarded to reduce or eliminate cultural inequities, but suggested that additional criteria be employed to acquire data to determine giftedness. Scales of identification such as the Baldwin Identification Matrix were crucial for minority group youth because "non-test" ways were introduced to identify the gifted. Researchers had recommended lower I.Q. cut-off scores for screening purposes; however, final acceptance into a program for the gifted should be left to the discretion of a psychometrist.

Teacher effectiveness and efficiency had to be improved in the identification of the gifted child; thereby, reducing the total number of students who individually were tested by a psychologist in areas in which limited funds were available. Improving teacher effectiveness of the screening process through in-service training would have a significant impact on the future education of gifted black children.

Teachers' attitudes toward convergent and divergent thinkers frequently determined whether a student was nominated for a gifted program. Moreover, administrators attitudes toward the gifted black student could be detrimental to their

identification. Finally, certain researchers had the belief that an increase in voluntary community involvement was needed to identify, guide, and educate the gifted child.

Chapter 3

ANALYSIS OF THE DATA

Methodology

Description of the Sample

In the city of Ypsilanti, some 70,000 people live in the environs, and more than 21,000 families reside in the area. The official school enrollment was 7,066 for the 1977-78 school year in the School District of Ypsilanti. As indicated earlier, the middle school enrollment was around 1000, and out of those 1000, there were thirty (30) potentially gifted black pupils.

To locate those potentially gifted black children, the study used known black community leaders and individuals who had a broad base of involvement in the community and were in a pivotal position to support the objectives of the study. White leaders who were in contact with black students, between the ages of eleven and fourteen, were also called upon to increase the identification of the number of black children gifted in a talent. The percent of black leaders and white leaders engaged in the project, respectively, was: 83.33 percent and 16.67 percent. The names of the eighteen leaders who made the study possible are listed in Appendix E. These eighteen leaders were used to achieve the purpose proposed in this paper.

On July 10, 1978, the eighteen people, alluded to above, were mailed an envelope including the following contents:

1. A letter presenting an overview of the study and a request for support
2. Anne Fabe Isaacs' check list titled: "Who Are the Gifted"
3. Two identification forms ("Developmental Frameworks for Possible Identification of the Gifted Black Child") developed by Dr. Aaron D. Gresson and David G. Carter, Sr.
4. A self-addressed and stamped envelope for returning the identification forms

An example of the forms distributed to the leaders can be found in Appendix D.

Anne Fabe Isaacs' check list was drawn to the attention of the leaders by stating on the list itself that it might be helpful to the recipient to review some traditionally common identifying characteristics of the gifted before filling-out the forms of identification. Prior to receipt of the survey forms, all leaders had been contacted by phone or in person to enlist their support of the project. Thus, when mail delivery was made of the survey sheets, the leaders had a basic knowledge of what the study entailed. Furthermore, one week after mailing the letters, the eighteen group members were again contacted by phone or were visited in person to determine whether their mail had been received and to answer any questions that might have arisen in reference to the study. In certain instances, numerous calls were required to remind, persuade, and reestablish the essence of

the study. For those leaders who misplaced or never received their forms, new packets were mailed or delivered in person. All respondents in the study were allowed anonymity if they preferred. The composite group involved in the research survey included the following categories and numbers:

Categories	Number of Leaders Represented
Ministers	6
Civic Club Presidents	2
Boy Scout Leaders (Scoutmaster)	1
Girl Scout Leaders (Field Director)	1
Boys' Club Directors	1
Girls' Club Directors	1
Handicapped Citizens Directors	1
Summer Athletic Program Directors	1
Recognized Black Civic Leaders	4

The writer believed that ministers, Boys' and Girls' Club Directors, and the Summer Athletic Director would have the greatest contact with the students of the age level involved in the study. Through the dissemination of information to the community leaders, a "domino effect" resulted--the consequence of which could lead, in the future, to further interest in identifying gifted black children.

It should be stated that the study was limited to the middle school level because of a time limit that was imposed upon the writer during the summer months when the

project was conducted. Logically, however, data on middle school students could have been used next in the school district in 1979-80 as the Ypsilanti Board of Education approached the implementation of a gifted program for the seventh and eighth grades.

Design of the Survey

The identification form distributed to the community leaders was subtitled: "A Developmental Framework for Possible Identification of the Gifted Black Child." The recipients were requested to read the form carefully and circle the appropriate focus area(s) and element(s) that described the characteristics of the student. Furthermore, the leaders were asked to use the comments section of the form to add any comments or suggestions that they might have about the types of experiences that would benefit the child.

On the identification form, there were three focus areas that could be circled. The first focus area was that of cognitive superiority which was paralleled by eight elements. Each element of the three focus areas permitted the person completing the form to more closely define any facet of a specific focus area. For example, if a person circled the focus area of cognitive superiority, the element(s) of general and specific knowledge or comprehension, along with four others, could be circled to elucidate the characteristics of the student. Moreover, under the element section for each focus area, spaces were provided for the identifier to specify in his/her own words exactly what s(he) desired to say.

The second focus area, psycho-social superiority, contained three elements and two spaces for specification of leadership qualities. The third focus area, talent-specific superiority, contained five elements and two spaces to write any elements omitted in the area of student talent. The aforementioned identification form may be referred to in Appendix D.

Again, because of the time element, it was not possible to validate the "framework" on a test group of the sample and make potential changes in the instrument; thus, the survey form was employed as developed originally by its authors. However, the writer submitted the proposal and forms to three members of the leadership group in personal interviews and asked for input on the format. Suggestions to eliminate or alter the instrument were not offered to the investigator. Subsequently, after initial telephone contacts, the identification forms were mailed to the eighteen leaders.

In reference to the identification form, focus and element terms may have suggested different connotations to different leaders in determining student characteristics. However, through the employment of various techniques, the writer asserted that a degree of uniformity was maintained in identifying the student's characteristics of giftedness. Group homogeneity in describing the characteristics of any particular student was sustained through the use of the person-to-person telephone calls, the letter of introduction mailed to each participant, and the enclosed reference

sheet, "Who Are the Gifted," by Ann Fabe Isaacs. Isaacs' check list which described the traditional attributes of gifted children in general provided a classification vehicle to the leaders enabling them to categorize elements with minimal difficulty within a specific focus area.

In addition, every person who was called or contacted personally, after the survey forms had been distributed, was invited to ask any questions that had arisen as s(he) read over the survey materials. The prior statement is not included as needless repetition, but to underscore the point that, in every instance, the leadership stated that s(he) understood the premises of the study and what was expected from the process. Survey forms returned by the leadership group provided the data compiled in the next section.

Presentation of Data

In an effort to reduce irrelevant information, four tables were constructed for the compilation of the data in the study. Certain interpretations, recommendations, and the conclusion were drawn from these tables.

Out of eighteen (18) individuals in the community-leadership group, seventeen (17) responded to the survey forms which represented a response of 94.44 percent of the total group. Out of thirty-six (36) identification forms submitted to the leaders, fifteen (15) students were identified as being gifted in a talent which represented 41.67 percent of the total number of survey forms mailed. Table 1 outlines the

Table 1

Number and Percentage of Leader Responses and Survey Form Returns

Number of Leaders Responding Out of 18	Percent Response by Leaders	Number of Forms Returned Out of 36	Percent of Response by Number of Identification Forms
17	94.44	15	41.67

Table 1 shows the number of leaders involved in the study who responded to the survey forms. The above table also shows the number of forms that were distributed and returned. The high percentage of responses suggested a relatively high degree of interest by the leaders in identifying gifted children in the community. Although the percentage of returns represented 41.67, the identification of fifteen (15) students thought to be gifted (41.67 percent of the returned survey forms) came within the 3—5 percent identification parameter expected from the study.

percentage of leader responses and survey form returns.

Of the three focus areas, thirteen (13) students were considered to possess cognitive superiority as designated by the various elements that were subsumed under this specific area of giftedness. The students recognized as having cognitive superiority by the leaders represented 86.66 percent of the students nominated for the middle school gifted program.

In the focus area of psycho-social superiority, thirteen (13) students were identified as possessing characteristics in this area. Eighty-six percent of the candidates were categorized as having psycho-social giftedness. In the focus area of talent-specific superiority, again, thirteen (13) students were specified which represented 86.66 percent of the total. Tabular information on the focus areas may be referred to in Table 2.

One of the salient features that the analysis of the data presented was that giftedness appeared to be a multi-faceted phenomenon. A high percentage of the students had exceptional abilities in more than one focus area. Almost 7 percent of the pupils were found to be gifted in one focus area. Over 26 percent of the students nominated to the program were found to possess giftedness in two focus areas; and 66.66 percent were identified as being gifted in all three focus areas. The distribution of pupils into the three focus areas by percentage may be referred to in Table 3.

Under the focus area of cognitive superiority, seven

of the eight elements were represented by one or more of the youngsters recommended for the gifted program. The element of comprehension, represented by 22.22 percent, was the highest percentage of any one characteristic within this area of cognitive capabilities. Conversely, one student was accorded a specific judgmental ability (avoiding arguments and problems) which represented 3.7 percent of the focus area.

The elements of psycho-social superiority dealing with maturity, responsibility, and leadership were similar in their percentage tabulations. Responsibility and leadership each represented 33.33 percent of the five elements in this focus area, followed closely by maturity at 30.30 percent. One leader specified an unlisted characteristic of psycho-social superiority for a candidate, representing 3.03 percent, the low for psycho-social traits.

In the area of talent-specific superiority, represented by seven elements, the talent of music tallied at 24.13 percent, the highest percentage of any of the other listed talents. The number and percent of students placed in specific elements under each focus area are shown in Table 4. Comments made by various participants in the identification process in reference to specific students are located in Appendix C. Also, samples of the survey forms have been placed in Appendix D.

Table 2

Number and Percentage of Candidates Placed in the Three Focus Areas from a Total of Fifteen Survey Responses

Focus A		Focus B		Focus C	
Cognitive Superiority		Psycho-Social Superiority		Talent-Specific Superiority	
Number	Percent	Number	Percent	Number	Percent
13	86.66	13	86.66	13	86.66

A total of 36 survey identification forms were distributed to 18 leaders of the community.

Table 2 shows the equal distribution of the number and percentage of students within the three focus areas. In each focus area, 13 students were identified as having elements of giftedness, which represented 86.66 percent, in each category. The leaders recognized that over 85 percent of the students excelled in each of the three focus areas. Indeed, giftedness was recognized to exist in the community in the perception of the leaders.

Table 3

Percentage of Students Placed in One or More Categories of Giftedness by Community Leaders

Focus Area(s)	Number of Students Identified by Area(s)	Percent of Students by Area(s)
A	1	6.66
A + B	4	26.66
A + B + C	10	66.66
Total	15	99.98

A = Cognitive Superiority
B = Psycho-Social Superiority
C = Talent-Specific Superiority

Table 3 shows the number and percentage of students who were recommended for one or more focus areas in the study. The range of placement was from one (1) student placed in only one focus area (6.66 percent) to ten (10) students placed in three focus areas (66.66 percent). The table points out that the majority of students identified, if gifted in one area, were also gifted in other categories of giftedness.

Table 4

Number and Percentage of Students Placed in Specific Elements under the Focus Area

Focus Area Cognitive-Superiority		
Elements	Number	Percent
1. General and Specific Knowledge	10	18.52
2. Comprehension	12	22.22
3. Application (Use of Abstraction)	9	16.66
4. Analysis (Elements, Relationships, Principles)	7	12.96
5. Unique Facility for Combining Ideas	9	16.66
6. Extraordinary Judgment	6	9.25
7. (Specify)	1	3.70
8. (Specify) Total	54	99.97

Focus Area Psycho-Social Superiority		
Elements	Number	Percent
1. Maturity	10	30.30
2. Responsibility	11	33.33
3. Leadership	11	33.33
4. (Specify)	1	3.03
5. (Specify) Total	33	99.99

Table 4 (Continued)

Elements	Number	Percent
1. Art	3	10.34
2. Dance	5	17.24
3. Music	7	24.13
4. Voice	2	6.89
5. Athletics	5	17.24
6. (Specify)	5	17.24
7. (Specify)	2	6.89
Total	29	99.97

Table 4 shows the number and percentage of students tabulated for each element of the three focus areas. The table indicates a wide range of characteristics attributed to the students recommended as gifted. Responsibility and leadership, characteristics of psycho-social superiority, represented the highest percentages of the three focus areas (33.33 percent). Comprehension, a trait for cognitive superiority, had the highest number of students (12) of any of the areas. The table indicates that the leaders saw a spectrum of gifted traits in the children--not just talents in song and dance, as many bigots might suggest.

Summary of the Data

The findings reported in this chapter indicate that the data of the study were relevant to its purpose. A community-supported system of identification composed of black and white leaders, identified children who were believed to be gifted in various talents. Moreover, the number of gifted black youth who were identified placed well within the parameters established in the paper.

Based on the percentage levels derived from the data in Tables 1, 2, and 3, it was indicated that community-based efforts would be a suitable recommendation to present to middle school administrators to increase the identification of gifted minority students. In addition, a list of students identified by the leadership group would be available to the administrators of the district for the 1979-80 middle school gifted program as a result of the study. The aforementioned list may be referred to in Appendix F. Table 4 illustrates the array of gifted characteristics attributed to the pupils identified by the leadership group.

Chapter 4

CONCLUSIONS AND RECOMMENDATIONS

Purpose of the Study

The purpose of this study was to propose recommendations for middle school administrators in identifying the potentially gifted student beyond the formal assessment methods of the Ypsilanti School District. It was predicted that middle school administrators would be alerted, as a result of the study, to heretofore unidentified gifted black students through the use of the minority community of the district.

Assumptions

Certain assumptions were made from the study. One assumption indicated that it was untrue that exceptionally bright or talented youngsters naturally succeed. A second assumption, which further underscored the foundation of the study, was that giftedness existed within the homes of the underprivileged. Exceptional capabilities could be found in students of every socio-economic class, and were not restricted to any one group. A third assumption stated that the "ghetto" home did have the necessary and appropriate experiences that facilitate achievements in school. Thus, it was important to the writer that the concerned middle school administrator be aware of the aforesighted assumptions.

Method of Investigation

Information on gifted black youth in the city of Ypsilanti was obtained from black and white leaders in the community whose involvement in the community was considered to have a broad-base with middle school age pupils. Traits of giftedness were specified on survey sheets developed for the identification of potentially gifted blacks. The leaders identified students they believed to be gifted from their own personal involvement with them in individual or group circumstances.

Prior to distribution of the survey forms, certain leaders were personally requested to review the identification "framework" and make recommendations and suggestions. Moreover, each of the eighteen (18) leaders, engaged in the study, was contacted by telephone or in person to enlist his/her support before the forms were issued. Subsequently, distribution of the forms, by mail, was followed by telephone calls and personal visits. Inquiry was made as to whether clarification was required in reference to the purpose of the study, explained in the cover letter, or about the survey form itself. In certain instances, repeated phone calls and attempted personal contact was needed to acquire responses from the leaders. The four (4) tables in Chapter 3 illustrate the results of the data collection.

Conclusions

It is expressly stated that only one major conclusion could be established from the data in the study. After assembling the results and matching the data with the purpose, it was concluded that there was a method that went beyond the formal assessment tests and inventories used by the district in identifying gifted students. For an example of the identification instruments used by Project Focus in the Fall of 1978, refer to Appendix G. In this appendix, reference is also made to the recommendations of the Ypsilanti Board of Education in reference to its program for the gifted. Since only one conclusion was drawn, further elaboration on its development follows.

Approaching the natural sequence of survey operations in chronological order was helpful in drawing the aforementioned conclusion. First, to permit the drawing of the conclusion that the study resulted in what it proposed, it was necessary to show that a community-based leadership group had been developed to identify the youth. Next, sufficient survey returns were needed to demonstrate sufficient interest in identifying black students gifted in a talent. Concomitantly, along with the previous step, it was necessary to prove that the leadership members recognized giftedness in the black community.

Since the leadership group was developed and demonstrated interest by nominating several candidates for the gifted program at the middle school level, it was concluded

that community-based efforts could be prescribed as a method that went beyond formal assessment criteria in identifying gifted black youth. Objectively, the purpose of the study was undergirded by the efforts of the nucleus of black and white leaders.

The prediction that middle school administrators could be apprised of potentially gifted students which would ultimately result in an increase in the identification of gifted black children was precociously conceived. To conclude that community-based efforts resulted in an increase in the identification of the gifted required two comparative lists. A list of recognized gifted black students developed by the community-leadership had to be compared to a list compiled by the school system. Unfortunately, only the list compiled by the investigator was available from the efforts of the leaders in the study.

Data on the middle school students with exceptional capabilities was unavailable for the following reasons:

1. The Board of Education had recommended but had not adopted a gifted program for the middle school when the study was conducted in the Summer of 1978
2. A program for the gifted at the middle school level was yet to be organized and implemented for the 1979-80 school year
3. A Committee for the Gifted and Talented had not been formed for the middle schools to recommend students for the program

4. Middle school administrators had not compiled a list of gifted students for the above reasons.

Thus, a valid relationship could not be inferred as to whether community-based efforts (cause) led to an increase in the identification of the number of gifted black pupils (effect), nor could a well-founded conclusion be drawn in reference to the aforementioned variables.

Generalizations

Based on the review of the literature, very little has been done in the area of community-based efforts to increase the identification of gifted minority students. Because of the lack of research, it appeared that the results of the present study in Ypsilanti could be applied to achieve similar results in other communities of the state and nation for blacks and other minorities.

Moreover, it appeared that through the establishment of a group of leaders and individuals recognized by the community to have a broad-base of involvement with children at the middle school age, greater liaison could be developed between the middle school administrators and the black community. The liaison would enhance the chances of identifying undetected gifted black youth. Furthermore, if such a study could result, as it did, in the identification of children between the ages of eleven and fourteen, it would appear that the study should be helpful in identifying school children at all age levels in the district. Thus, similar studies would

underscore further the district's attempt to meet the goals established for Project Focus.

Ultimately, the results of community-based approaches throughout the nation might prevent some of the thwarted desires and aspirations of gifted blacks alluded to in Chapter 2. Bitterness, despair and the damages inflicted upon themselves and others by these unidentified and frequently mislabelled blacks could be possibly minimized. Thus, the nation might take a step forward in stopping the neglect of its creative minority population.

Recommendations

From the writer's viewpoint, it would be a well-conceived effort for future researchers to establish numerical parameters of giftedness in a particular community before undertaking a study of this type. The parameters should be established on figures derived from authorities steeped in the area of giftedness. In addition, pilot work should be included involving the entire community-group rather than just a few members in revising or developing the survey instrument. The writer was convinced that the survey forms should be designed to meet the needs of a specific community. A concensus of agreement on what the survey instrument should contain would foreseeably result in a larger percentage of returns, assuming a survey method is employed.

In the black community of Ypsilanti, at least twenty-five rather than eighteen key individuals should have been

contacted for their support. Moreover, the present study began on June 26, 1978, and ended on August 15, 1978. A longer period of time would be needed for future researchers to establish contact with the leaders and to collect survey returns. People lose and misplace forms as well as forget to complete them. Therefore, more time would be needed for telephone calls and "footwork," and/or leadership meetings. The crux of the matter is the need to organize the identification body which will support the investigation. Objectives, and priorities, as well as the role of the group should be presented to the community leadership for terms and roles acceptable to the majority. The following additional statements of action might be looked upon as recommendations to future investigators dealing with the topic of this paper.

Survey papers should be distributed by future investigators in person or within a group context. In the long run, time should be conserved, and the necessity to track down and call certain individuals repeatedly by telephone could be reduced in the opinion of the writer.

Once the gifted program has been organized and implemented by a school district, the identification effectiveness and efficiency of the black leaders should be determined. Hence, it would be necessary to anticipate when the work of the group should commence its work in order to have a list of identified black and gifted students prepared for comparative purposes. As a result, omissions

between the list developed by the district and the leadership can be readily compared.

Moreover, correlation coefficients should be determined in reference to the community-based efforts and the increase in the identification of gifted blacks. This, of course, would necessitate the development of a more sophisticated method of research. Other variables affecting the results of a particular community study should be identified and considered in the analysis of the data.

The survey should serve as a guide to action in analyzing the relationships between the variables of community-based efforts and the number of gifted students identified to see if the numbers fall within the parameters predicted by the investigator(s). Furthermore, if possible, training in the identification of the gifted should be given to the community-leadership just as Gear (1976) recommended training for teachers in order to improve their effectiveness and, perchance, efficiency.

In the future, where and if a gifted program exists, a control group in another city of similar population, racial make-up, and economic and social strata should be established in research proportions to determine if regional community-based efforts were statistically significant in the identification process. An integral part of any research in this area should incorporate a periodic evaluation to assess the validity of identification techniques and procedures. In addition, an evaluation should be carried out

to determine the degree of immersion of the administration into the activities of the black community to aid the community-based efforts in identifying its gifted black youth.

In summary, an effort should be made to continue the identification process on a periodic basis; perhaps, not only for blacks, but for other minority groups that might benefit from the process in any particular community. Wherever minority groups are found, community-based efforts to increase the identification of gifted youth should be applied. Such efforts should further the cause of any district whose mission it is to serve more effectively their youth with exceptional abilities. With an unflappable determination, future investigators should approach their work with diligence, systematic effort, and concentration of mind in order to unleash the gifted minority students in the communities throughout the nation from their victimization. Consequently, the somber mien of many gifted black students will begin to fade; and the sunset will give way to the dawn.

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BIBLIOGRAPHY

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APPENDIXES

APPENDIX A. BALDWIN IDENTIFICATION MATRIX

A More Equitable Way to Identify Students for Gifted Programs

Susan Matrix, student

Baldwin Identification Matrix*

Indicate points after each test according to score earned. Add total number of points earned by student.a

Tests	Scores				
	(5)	(4)	(3)	(2)	(1)
1. Standardized Intelligence Tests	140+ (✓)	130-139 ( )	120-129 ( )	110-119 ( )	100-109 ( )
2. Achievement Test Composite Score	95%ile ( )	90-94%ile (✓)	85-89%ile ( )	80-84%ile ( )	75-79%ile ( )
3. Achievement Test - Reading Score	Stan 9 (✓)	Stan 8 ( )	Stan 7 ( )	Stan 6 ( )	Stan 5 ( )
4. Achievement Test - Math Score	95%ile ( )	90-94%ile (✓)	85-89%ile ( )	80-84%ile ( )	75-79%ile ( )
5. Learning Scale Score	32 (✓)	28-31 ( )	24-27 ( )	20-23 ( )	16-19 ( )
6. Motivational Scale Score	36 (✓)	32-35 ( )	28-31 ( )	24-27 ( )	18-23 ( )
7. Creativity Scale Score	40 ( )	36-39 ( )	32-35 (✓)	28-31 ( )	20-27 ( )
8. Leadership Scale Score	40 ( )	36-39 ( )	32-35 (✓)	28-31 ( )	20-27 ( )
	Superior	Very Good	Good	Average	Below Average
9. Various Teacher Recommendations	(✓)	( )	( )	( )	( )
**10. Psychomotor Ability	( )	( )	(✓)	( )	( )
**11. Peer Nomination	( )	(✓)	( )	( )	( )

Total Number of Points 44

*Recommended by Alexinia Baldwin, University of New York at Albany, and developed for use by Lorraine Hertz, Minnesota Office of Gifted and Talented

**Suggested additional inclusions on the matrix

Source: National/State Leadership Training Institute on the Gifted and The Talented, "Identification Matrix Combines II Testing Scores," The Ventura County [California] Superintendent of Schools, (March, 1977), p. 3.

APPENDIX B. ABSTRACT (ON GIFTED MEXICAN-AMERICAN CHILDREN)

Print 5/5/1 838
DIALOG File1: ERIC 66-MAY78 (Item 1 of 1) User4868 6jun78

ED091411 95 TM003623
Gifted Mexican American Children: An Ethnico-Scientific Perspective.
Bernal, Ernest M., Jr.
Mar 74 47p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April, 1974)
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Contract No.: OEC-4-7-062113-307
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE

Results and descriptions of an exploratory study designed to develop an instrument to identify gifted Mexican-American children who would not ordinarily be identified with traditional techniques are presented. The Mexican American community was used to develop a cultural-community based definition of giftedness and to develop a measure for identifying Mexican American gifted children using behavior statements. These behaviors were then used to produce an adjectival rating scale and a behavior rating scale which were administered to the parents of the fifty four bilingual children in the sample. These children were administered five diverse tests of intellectual ability. Thirty four children across grade levels were selected into the gifted category on at least one of the five tests. Nine children were selected into the gifted category on more than one instrument. Of these thirty four gifted children, twenty two were among those for whom behavior and adjectival ratings had been collected. From the data it appeared that gifted children were seen as having a better sense of humor, greater intelligence, more self-confidence, as being more creative, more ambitious, more truthful, more independent, more curious, as having better judgment and being more expressive than non-gifted children. (RC)

Descriptors: Behavior Patterns/ Behavior Rating Scales/ Bilingual Students/ *Community Involvement/ Disadvantaged Youth/ *Educational Diagnosis/ Educational Needs/ Educational Strategies/ *Gifted/ *Identification/ Individual Characteristics/ *Mexican Americans/ Minority Group Children/ Social Behavior/ Test Construction/ Testing Problems

Source: Ernest M. Bernal, Jr.
Print 5/5/1
DIALOG File 1: ERIC 66-MAY 78 (Item 1 of 1) User 4868
6jun78 EDO 91411 95 TMOO3623

APPENDIX B (Continued). U. S. PRINTING OFFICE MATERIAL

Superintendent of Documents

Source: United States Government Printing Office
Washington, D.C. 20402

United States
Government
Printing Office
Washington, D.C. 20402

63A

ASSISTANT PUBLIC PRINTER
(Superintendent of Documents)

Dear Customer:

Thank you for taking advantage of the services offered by the U.S. Government Printing Office.

The following information explains how your order was processed.

Circle . . . . . indicates the quantity of publications enclosed or scheduled for mailing.

A . . . . . the publication is not available from our Office, but may be available from the agency indicated on your order.

B . . . . . there has been a substantial increase in the price of this publication because of the recent rise in printing costs. We have provided information with which you may reorder, and refunded any portion of your remittance which was not used for other publications.

C . . . . . we are unable to identify the publication from the information furnished.

D . . . . . the publication is not available at this time, but we have scheduled mailing for a later date. Charges are included on your order. In the event that additional copies cannot be obtained, or the issuing agency does not authorize reprinting as expected, we will send you a refund.

E . . . . . the publication is out of stock and is not expected to be reprinted.

N . . . . . a new publication, not yet printed or priced. Please reorder within 60 to 90 days.

S . . . . . the publication has been replaced by another with similar but more recent information. According to the price and availability of this new publication, we have either included it with your order or provided information with which you may reorder.

☐ Your payment was insufficient to cover the cost of the item(s) requested, but to avoid delay we are mailing all available publications and/or backordering those not presently available, at prices shown on your order. Please return the outstanding balance entered below, along with this form.

Balance Due $_____

APPENDIX C. COMMENTS TAKEN FROM IDENTIFICATION FORMS

Quoted Comments Taken from the Forms

Comments

1. Keith Gore--Keith requires activities that will provide opportunities to develop leadership ability and encourage his assertiveness.

2. Henry Davis--No comment

3. Henry Hampton--Henry is very adept at using his hands in assembling bicycles, motors, etc.

4. Angela Linzie--Angela performed her singing abilities at a teen pageant in May. She enjoyed the experience of meeting other talented girls in the area and competing with them.

5. Bridgette Johnson--Bridgette seems to excel in all individual and troop activities. She's exceptionally bright and is liked by all her troop members.

6. Rachelle Freeman--No comment

7. Sandra Neede--No comment

8. Marla Lynn Mattingly--Field trips, going abroad, entertaining foreigners, TV Station with lessons taught, eliminate some tests or exam systems and devise other merit systems.

9. Ladell Erby--Whereas Ladell will not enter Middle School until 1979, he has demonstrated strong leadership skills. He would do well to be involved in experiences in the may be developed. At the Boys Club most of his peers follow his lead. He should be encouraged to participate in athletics.

10. Johnnie Jordan--I feel Johnny would benefit from activities/experiences which will allow development and exercise of his leadership talents--student government, special interest clubs.

Source: Identifiers of Black Gifted Students of Ypsilanti, in the Summer of 1978.

APPENDIX C (Continued)

Comments

11. Wendall Meads--No comment

12. Anthony Robinson--This young man works very intently in the music field. I feel that any experiences in this area would be most beneficial.

13. Connie Smith--This young girl has shown the ability to lead and shows a great initiative to work very well in any given situation. Experiences in leadership and music would be beneficial.

14. Kelly Stanford--No comment

15. Michael Stanford--Experiences in the fundamentals of logical thinking; ability to work at his own pace and discover things on his own.

APPENDIX D. SURVEY FORMS

A Sample of the Forms Distributed to the Community Leaders

Sources: Sources are given on each of the forms.

412 S. Adams Street
Ypsilanti, Michigan 48197
July 5, 1978

COVER LETTER DISTRIBUTED WITH THE FORMS

Thank you for your interest in assisting me to develop community-based efforts to increase the identification of gifted black children in the Ypsilanti School District. Your contribution as a leader in the community is vitally essential to this project.

Experts estimate that three out of every one hundred children are gifted, which means they have exceptional intellectual, creative, artistic, leadership and/or physical abilities. The ratio of white to black in the entire district is about three to one, respectively. Thus, it would appear that of the three children referred to above, one should be black. Unfortunately, research has indicated that this black child may go undetected for one or more reasons.

The Board of Education of Ypsilanti is in the process of adopting a three-phase gifted program to include grades 1-12 by the 1980-81 school year. The tentative budget to put the gifted program into effect for grades 1-6 for 1978-79 was approved by the Board in the Spring of 1978. In 1979-80, grades 7-8 will represent the second phase of the program to be carried out in the middle schools; and finally, the high school in 1980-81.

One of the purposes of this study is to propose recommendations for school administrators in identifying the potentially gifted minority student by going beyond the formal evaluation methods of the district. Educational leaders recognize that there are gifted individuals who never reach their potential because they go unidentified. Thus, the results of this study, hopefully, will alert school administrators to previously undetected gifted and talented students through the efforts of the community leaders.

The identification process can begin if you would please take a few moments out of your schedule and fill-out the enclosed Identification Form for any candidate who, in your judgment, is gifted in one way or another. Since the project is aimed primarily at the middle school age level--let's say, ages 11-14, it would be appreciated if you would focus your efforts on black children in this age range.

This letter has been brief and may not provide sufficient information to answer certain questions that might arise in your mind. If you have any questions in reference to this study, the phone number to call is 485-3785. Because of the time element involved, it would be most helpful if you would return the Identification Form(s) at your earliest convenience; preferably, by July 25, 1978.

Again, I thank you for your cooperation and willingness to help in this endeavor to develop community-based efforts to increase the identification of the numbers of gifted black children.

Sincerely,

Paul I. Davis

"WHO ARE THE GIFTED?"

Before filling-out the enclosed Identification Form, it may be helpful to review some traditionally common identifying characteristics of the gifted as shown on this check list by Ann Fabe Isaacs.

Identifying Characteristics

These are the common identification methods most schools use. Past and present performance is also carefully considered.

___ Consultants on the gifted/creative
___ Report card grades
___ Teacher judgment
___ Self-identification
___ Peer identification
___ Parent identification
___ Psychological evaluation, individual IQ, Stanford-Binet, or Wechsler
___ Achievement test scores, two years or more above chronological age
___ Early school entrance
___ Grade skipping
___ Honors classes eligibility
___ Community agency recommendations--YMCA, scouts, religious education classes

In addition, the following characteristics are normally evident. Gifted children . . .

___ Are curious
___ Have a large vocabulary
___ Have long memories
___ Sometimes learn to read alone
___ Have a keen sense of humor
___ Are creative and imaginative
___ Are healthy and well coordinated, but some may be delicate
___ May be bigger and stronger than average
___ Sustain interest in one or more fields over the years
___ Initiate their own activities
___ Develop earlier
___ Learn easily
___ Enjoy complicated games
___ Are interested and concerned about world problems
___ Analyze themselves, are often self-critical
___ Like older children when very young
___ Are original
___ Set high goals and ideas
___ Are leaders
___ Have talent(s) in art, music, writing, drama, dance
___ Use scientific methods of research
___ See relationships and draw sound generalizations

___ Produce work which is fresh, vital, and unique

___ Are persistent

___ Like to collect things

___ Are independent

___ Create new ideas, substances, and processes

___ Invent and build new mechanical devices

___ Solve problems on a superior level, divergently, innovatively

___ Enjoy reading, especially biography

___ Often run counter to tradition

___ Continually question the status quo

___ Do the unexpected

___ Apply learning from one situation to different ones

___ May appear different

The checklist is reprinted from The National Association for Creative Children and Adults, Copyright 1976 by Ann Fabe Isaacs.

SAMPLE IDENTIFICATION FORM

A Developmental Framework for Possible Identification of the Gifted Black Shild

Student's Name _____ Age _____

Grade _____ School Last Attended _____

Name of Identifying Agency or Community Leader (Optional)

_____

Please read the framework carefully and circle the appropriate focus area(s) and element(s) that describe the characteristics the student demonstrates.

FOCUS	ELEMENTS
A. Cognitive Superiority	1. General and Specific Knowledge
	2. Comprehension
	3. Application (use of abstraction)
	4. Analysis (elements, relations, principles)
	5. Unique facility for combining ideas
	6. Extraordinary Judgment
	7. _____ (Specify)
	8. _____ (Specify)
B. Psycho-Social Superiority	1. Maturity
	2. Responsibility
	3. Leadership
	4. _____ (Specify)
	5. _____ (Specify)
C. Talent-Specific Superiority	1. Art
	2. Dance
	3. Music
	4. Voice
	5. Athletics
	6. _____ (Specify)
	7. _____ (Specify)

Comments--Please use the space below to add any comments or suggestions you may have about the types of experiences that would benefit this child.

_____

_____

_____

_____

_____

Source: Aaron D. Gresson and David G. Carter, Sr., "In Search of the Potentially Gifted: Suggestions for the School Administrator," Gifted and Talented Education. Special Learning Corporation (Guilford, Connecticut, 1978), pp. 116-118.

_____

Dr. Gresson is a Research Associate, Department of Behavioral Science, College of Medicine at the Milton S. Hershey Medical Center of the Pennsylvania State University. Dr. Carter is an Associate Professor of Education, Department of Educational Administration, The Pennsylvania State University.

APPENDIX E. A LIST OF THE LEADERS INVOLVED IN THE STUDY

Community Leaders to Whom Identification Forms Were Sent

Joanne Brinker, Director	Ypsilanti Athletic Program	483-0774
Anonymous	Emanon Club	
Emmett Coleman, Former Director	Ypsilanti Recreation Center	483-0333
Mrs. Lanore Currie	Civic Leader	484-1877
James N. Davis, Mortician	Lucille's Funeral Home	482-9889
Mrs. Mary Louise Foley	Civic Leader	482-3013
Louis Freeman, Scoutmaster	Huron Valley Boy Scouts	482-9569
Vanzetti Hamilton, Atty.	President, Negro Business and Professional League	482-9790
Rev. B. T. Hopkins, Pastor	Second Baptist Church	483-4342
Don Hoyle, Director	Handicapped Citizens	971-5491
Rev. Harvey Leggett, Pastor	St. John's Baptist Church	482-8467
Rev. James C. Lewis, Pastor	St. James Church of Christ	483-5462
Annette Myles, Field Director	Huron Valley Girl Scouts	483-2370
Rev. S. L. Roberson, Pastor	Metropolitan Baptist Church	483-0092
Ernest Slater, Director	Boys' Club of Ypsilanti	481-0270
Anonymous	Girls' Club of Ypsilanti	
Rev. Floyd A. Walls, Pastor	Shiloh Baptist Church	481-0859
Rev. Levon Yuille, Pastor	The Bible Church	994-4910

APPENDIX F. A LIST OF THE STUDENTS IDENTIFIED BY THE LEADERSHIP GROUP

(Refer to Appendix C for Names of Students.)

Due to the fact that 47 percent of the students identified were fourteen (14) years of age, about half of the students listed may not be identifiable at the middle school level. However, those students entering the ninth grade may have their names submitted at a future date for consideration to the high school program. By the same token, compensation could have been made for the above percentage, perhaps, by lowering the survey age level to nine (9) or ten (10). Thus, additional names might have been available to middle school administrators for the 1979-80 school year.

APPENDIX G. IDENTIFICATION INSTRUMENTS USED BY PROJECT FOCUS AND THE YPSILANTI BOARD OF EDUCATION MINUTES ON THE GIFTED AND TALENTED PROGRAM

Identification Instruments to Be Used in the Fall of 1978 (Grades 1 - 6)

A. Metropolitan Achievement Test--Reading

B. Metropolitan Achievement Test--Mathematics

C. Teacher Renzulli Learning Inventory

D. Parents ASSETS Academic Inventory

E. Teacher Renzulli Motivation Inventory

F. Parent ASSETS Motivation Inventory

G. Teacher Renzulli Creativity Inventory

H. [illegible] ASSETS Creativity Inventory

I. Teacher Renzulli Leadership Inventory

J. Taylor Parent Leadership Inventory

K. Teacher Visula and Performing Arts Inventory

L. Parent ASSETS Performing Arts Inventory

M. Teacher Recommendations

Source: Project Focus. Ypsilanti, Michigan: Ypsilanti Public Schools, Department of Education, 1978.

APPENDIX G (Continued)

Presentation and Adoption of the Program

On August 7, 1978, the writer acquired from Mrs. Ruth Wright, Superintendent Pollack's secretary, two cassette tapes labelled "G&T," and numbered "4B" and "5A". The Ypsilanti Board of Education meeting of May 1, 1978 was recorded on the previously identified tapes. During the aforementioned meeting, Dr. Burtley, Assistant Superintendent of Curriculum and Instruction, presented the program for academically gifted and talented students to the Ypsilanti Board of Education. Adoption of the program for the gifted and talented called Project Focus took place in the Spring of 1978 for elementary students in the Ypsilanti District.

VITA

Paul I. Davis

PERSONAL INFORMATION

Born in Detroit
Married to Patricia
Children: Emy, Glen, Rupert, Patricia, Ellie
Home Address: 412 S. Adams Street, Ypsilanti, Michigan 48197
Telephone Number: (313) 485-3785
Business Address: East Middle School, Ypsilanti, Michigan 48197
Telephone Number: (313) 483-5482

EDUCATIONAL BACKGROUND

1957 - Bachelor of Arts, Eastern Michigan University
1959 - Master of Arts, Eastern Michigan University
1962 - Michigan Secondary Permanent Certificate
1965 - Master of Arts for Teachers of Science, The University of Michigan

MILITARY EXPERIENCE

1953 - 55, U.S. Army
Honorable Discharge
Chemical, Biological, and Radiological Warfare School, Japan
Tactical Air Control School, Korea
Good Conduct Medal

WORK EXPERIENCE

1970 to date, Teacher, East Middle School
1967 - 70, Mortician: Partner of Funeral Home
1966 - 67, Biologist: U.S. Public Health Service, Division of Air Pollution, Cincinnati, Ohio
1965 - 66, Teacher, University High School, Ann Arbor, Michigan
1964 - 65, (Academic Year, The University of Michigan)
1959 - 64, Teacher, Ypsilanti High School, Ypsilanti, Michigan

PROFESSIONAL ORGANIZATIONS

National Science Teachers Association
National, State, and Local Education Associations

MAJOR HONORS

Palm Leaf Club Scholarship to Eastern Michigan University
Academic Year Award to The University of Michigan, National Science Foundation, 1964
Recipient of the following National Science Foundation grants for Summer Institutes:
Michigan State University, 1960
Boston University, 1961
Ball State University, 1963
Pennsylvania State University, 1973
Biography in Outstanding Leaders in Elementary and Secondary Education, 1976

PUBLICATIONS

"Lichen Study in a Cemetery," Science Activities, Vol. 13, No. 4, July/August 1976, pp. 15-17.

"New Face for LSCS," abstract of "Open House--The ISCS Way," The Science Teacher, Vol. 43, No. 4, April, 1976, p. 39.

AFFILIATIONS

Member, Research Committee, Ypsilanti Public Schools
Member, Southeastern Michigan Science Fair Committee
Evaluator, NSTA Conference, Washington, D.C., 1978
Michigan Education Association, Region III, Council Delegate
Michigan Education Association, Region III, Minority Delegate-at-Large
Michigan Educational Association, Representative Assembly Delegate
Member, Curriculum Committee, Ypsilanti High School

ABSTRACT

COMMUNITY-BASED EFFORTS TO INCREASE THE IDENTIFICATION OF THE NUMBER OF GIFTED MINORITY CHILDREN

by

Paul I. Davis

Purpose of the Study

The purpose of this study was to propose recommendations for school administrators in identifying the potentially gifted minority student beyond the formal assessment methods. If the results were successful or showed promise, an attempt would be made to implement the outcomes of the study at the earliest possible date. A concomitant outcome of the study, paralleling the purpose, was to develop a greater liaison between the black community and middle school administrators of the district. It was believed by the writer that there was a need for a better understanding of and sensitivity for the black child; and especially, the gifted black child.

Statement of Procedures

A developmental framework for the identification of gifted black students, constructed by Aaron D. Greason and David G. Carter, Jr., was distributed to known community leaders after their cooperation had been enlisted and consent was attained to support the study. The research was conducted during the Summer of 1978 in the city of Ypsilanti, Michigan. The study began before the Ypsilanti School

District's middle school program for the gifted and talented had been officially adopted by the board of education. However, a gifted program had been adopted by the Ypsilanti School Board for elementary grades which was to begin in the Fall of 1978. The organization and implementation of a gifted program for the middle schools was recommended by the "Gifted and Talented" Committee of the district for 1979-80. Thus, the need for the study arose. It was the purpose of the study to identify gifted blacks in the community of middle school age by individuals who had a broadbase of involvement in the black community.

Enough persons were contacted to represent a broad sampling of the target community. Data tabulations were made from returned identification forms dispersed to the nucleus of leaders involved in the study. Data sought included areas of cognitive and psycho-social superiority as well as talent-specific superiority. Information was also acquired by comments in writing, personal interviews, and telephone conversations.

Conclusions

Only one primary conclusion was drawn from the data compiled in the study. Based on a review of the data, it was concluded that community-based efforts to increase the identification of the number of gifted black children went beyond the formal assessment methods of the district. Thus, the conclusion could serve as a recommendation to propose to

middle school administrators for future identification of gifted black children.

The need for community-based efforts was supported by the acquired data. However, data were not available from the school district to determine if the number of minority children had actually been increased. The research study and the gifted program were not synchronized to develop comparative lists to determine, if indeed, there was a statistically significant increase in the number of black students identified as gifted through the community-based efforts of the study.

In addition to the conclusion drawn above, generalizations were made from the data and recommendations were given to improve and extend the study at hand. It was assumed, by the accumulated data, that similar efforts to identify gifted black youth could be employed at the state and national levels. Moreover, other minorities besides blacks might benefit from community-based identification methods.